DOCUMENT RESUME

ED 043 018 AL 002 581

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TITLE Inquiry Into Change. Social Science and Linguistic Projections: Upper Elementary: An Inquiry and Language Development Program for Migrant Children. Units One-Five. (Standard English as a Second Language or Second Dialect for Spanish-Background Children).
PUB DATE 70
NOTE 77p.; First draft
AVAILABLE FROM Michigan Migrant Primary Interdisciplinary Project, 3800 Packard Road, Ann Arbor, Mich. 48104

EDRS PRICE EDRS Price MF-$0.50 HC-$3.95
DESCRIPTORS Audiolingual Methods, Course Content, Cultural Context, Disadvantaged Youth, *English (Second Language), Instructional Materials, Interdisciplinary Approach, Junior High School Students, *Migrant Child Education, *Social Sciences, *Spanish Speaking, *Teaching Guides, Teaching Methods, Teaching Techniques, Tenl

ABSTRACT

These preliminary materials for teachers of Spanish-speaking or nonstandard English-speaking migrant children are prepared in answer to a need felt by the Michigan Migrant Primary Interdisciplinary Project for additional oral language material on the upper elementary level. The linguistic content of these materials, designed to provide tools for teachers to help these children develop the oral language they need for the school setting, are based on a contrastive analysis of Spanish and English. This package of five units (of five lessons each) presents the following concepts to be developed in the classroom: (1) People, influenced by their culture, may use the same natural environment in different ways; (2) People tend to concentrate where there are job opportunities and other advantages; (3) A mobile people tend to develop a way of life that differs from that in established communities; (4) Civilizations change when they meet a new culture; and (5) As large numbers of people move to urban areas, a revolution takes place in the expectations of these people. Suggested grammatical structures and teaching techniques for presenting them are provided for each lesson. (AMM)

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INQUIRY INTO CHANGE

SOCIAL SCIENCE AND LINGUISTIC PROJECTIONS: UPPER ELEMENTARY

An Inquiry and Language Development Program for Migrant Children

UNITS ONE - FIVE

(STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT
FOR SPANISH-BACKGROUND CHILDREN)

AL 002 581

Michigan Migrant Primary Interdisciplinary Project

INQUIRY INTO CHANGE

SOCIAL SCIENCE AND LINGUISTIC PROJECTIONS: UPPER ELEMENTARY

An Inquiry and Language Development Program for Migrant Children

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These materials were developed by the Washtenaw Intermediate School District under a grant from the Migrant Program of the Michigan Department of Education and are the property of the State of Michigan

1970

MICHIGAN MIGRANT PRIMARY INTERDISCIPLINARY PROJECT
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FOREWORD

THE PURPOSE AND TARGET POPULATION

It became apparent to the field coordinators of the Michigan Migrant Primary Interdisciplinary Project that there was a need for additional oral language materials on the Upper Elementary Level; materials designed for Spanish-background children who have some, but limited, control of standard English. The resulting Inquiry into Change: Social Science and Linguistic Projections: Upper Elementary is designed to provide tools for teacher to help these children develop the oral language they need for the school setting. The materials in this package comprise Units One through Five.

THE CONTENT

The referential content for the projections is drawn from social science. Basic concepts and processes are integrated with linguistic features identified through a contrastive analysis of Spanish and English. The projections are designed to provide tools for the teacher to aid her pupils in understanding change. The environment around us is constantly in a state of change: from the air and water, to the educational system, to clothing and car styles, to government. The phenomenon of change is in many ways more pronounced for the migrant child. His physical environment may change from year to year, from month to month, or even from week to week as he moves through many states. The migrant child may move from a rural to an urban environment as mechanization replaces manual labor in the fields.

These projections are not intended as complete activities, nor are they intended as prescriptions. They are, however, intended as examples of inquiry teaching strategies, with referential content and a linguistic sequence to help pupils develop oral language habits to assist him both in the school setting and in understanding the nature of change.

LESSON-PROJECTIONS AND MATERIALS

This package consists of five units of lesson-projections. Each unit has five lessons, one for each weekday. Social science objectives are listed for each lesson in the projections, as well as linguistic descriptions of the language goal. Each lesson corresponds to an inquiry process. Each step correspond to a thinking level in that process. The art supplement section contains illustrations which may be used with the lessons. In addition, many pictures called for may be found in the art supplements of the Interdisciplinary Oral Language Guide: Primary One.

TEACHING STRATEGIES

The teaching strategies used in this program are designed to help pupils organize large bodies of data. Pupils then analyze similarities and differences or cause and effect relationships among data to form generalizations. New situations are introduced to help pupils develop prediction skills and/or test the validity of generalizations. Also, and of equal importance, strategies are utilized to explore the affective domain of feeling, attitudes, and values including conflict resolution. These strategies draw on the experiences of the students themselves. Other content inputs, such as field trips and visual aids, are provided for if the students lack particular experiences.

The goal in using these strategies is to help pupils develop thinking skills which can be used in any given situation. By giving the students skills in analyzing the dynamics of change, it is our hope that as he becomes more involved in the change process he will be able to analyze what is happening to him, including the feelings, attitudes and values involved.

The success of these strategies depends on the teacher's ability to use open ended questions and development questions to focus the students on each

thinking task at hand. The social Science Projections provide models to use these strategies in just such a manner. The corresponding Linguistic Projections provide models for appropriate language to be used with the strategies in suggested structured and free situations.

THE USE OF CUING BY PUPILS

In learning English as a second language, a teacher may effectively use techniques such as modeling (that is, a teacher saying what the pupils will say before pupils say it), and class responses (that is, having the class or groups respond before having individuals respond). These techniques may be integrated successfully in the package through the use of pupil cuing. For example, the teacher asks a question and a pupil responds with a phrase. The teacher then may model for the class a complete sentence based on the pupil's reply. Even though cuing based on pupils' responses is not always specified in the suggested dialogs, it is a recommended procedure.

An example of cuing by pupils, combined with modeling:

T: What things aren't made by man?
P1: Trees.
T: Trees aren't made by man.
C: Trees aren't made by man.

An example of cuing by pupils, without modeling:

T: Can you tell me why factories aren't found in rural areas?
P1: Because they must be near a place where many workers live.
C: Factories aren't found in rural areas because they must be near a place where many workers live.

ACKNOWLEDGEMENTS

We are grateful for the contributions to Inquiry Into Change made by Regina G. Richards who helped edit and organize the lessons.

SOCIAL SCIENCE
and
LINGUISTIC PROJECTIONS

UPPER ELEMENTARY

UNIT I

DIFFERENCES

ORGANIZING CONCEPT: People, influenced by their culture, may use the same natural environment in different ways.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON I UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will clarify and extend their concept of environment, including physical environment and cultural environment.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask children to name or otherwise indicate what things they see around them, both inside and outside the classroom.	DO in questions + Pronouns: What (do) (you) see? Pronouns + Verb (present tense) (I) see a (tree).
Pupils will enumerate items inside and outside the classroom which they can see.	(substitution drill) T: I see a (tree). What do you see? C: I see a (tree). (chain drill) P1: I see a (tree). What do you see? P2: I see a (car). What do you see? (transformation drill) T: What do you see? P1: I see a (tree). T: (He) sees a (tree). C: (He) sees a (tree). T: What does (he) see? C: (He) sees a (tree).

LESSON I cont'd

Step 2

SOCIAL SCIENCE PROJECTIONS

Teacher will list the above items (by writing or pictures). Then she will explain that all the items are collectively referred to as "the environment", the things around us.

LINGUISTIC PROJECTIONS

Questions with BE + Demonstrative Pronouns
What are those?

Plural Nouns + BE + Prepositional phrase
Chairs are things around us.

(substitutional drill)
T: Those are chairs.
What are those?
C: Those are chairs.

(completion drill)
T: Chairs.
C: Chairs are things around us.
T: Cars.
C: Cars are things around us.

(chain drill)
P1: Trees.
P2: Trees are things around us.

T: We call the things around us environment.
What do we call the things around us?
C: Environment.

LESSON I cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will indicate several items such as trees, hills, etc., which are part of the physical environment and identify them as such.

(Physical environment is that part of the environment which is not made by man.)

LINGUISTIC PROJECTIONS

SOME + things + PASSIVE

Some things are made by man.

SOME + things + NEGATIVE + PASSIVE

(free substitution drill)

T: Some things around us are made by man.
Cars are made by man.
What else?
P: Chairs are made by man.
T: What else?
P: Books are made by man.

(free substitution drill - negation)

T: Some things aren't made by people.
Trees aren't made by people.
What else?
P: Flowers aren't made by people.

Step 4

Teacher will ask pupils to indicate items on their list which are part of the physical environment.

Pupils will indicate items on their list which are parts of the physical environment.

Noun phrase + BE + Negative + Adjective

(Adj: made by man ⟶ man-made)

Trees aren't made by man.

(transformation drill)

T: Trees aren't made by man.
Trees aren't man-made.
C: Trees aren't man-made.
T: Flowers.
C/P: Flowers aren't made by man.
T: Stars, cats, etc.

LESSON I cont'd

Step 5

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will mark each item named.	Questions using WHICH/WHAT Adjective + noun phrase + BE + negative + adjective Which things aren't man-made? (as teacher marks items on board) T: Which things aren't man-made? (Trees). P1: Trees aren't man-made. T: What other things aren't man-made? P2: The stars aren't man-made.

Step 6

Teacher will indicate several items such as building, bridge, etc., which are parts of the cultural environment and identify them as such.	Questions using BE BE + noun phrase + verb + preposition + noun phrase Is a car made by man? (Transformation: singular to plural) T: Is a car made by man? C: Yes. Cars are made by man. T: Is a tree made by man? C: No. Trees aren't made by man.

LESSON I cont'd

Step 7

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask pupils to indicate items on their list which are parts of the cultural environment as in Steps 4,5 above.	Questions using WHAT What + BE + verb + preposition + noun phrase What is made by man?
Pupils will indicate items on their list which are parts of the cultural environment.	(chain drill - transformation) P1: What is made by man? P2: A car is man-made. What else is made by man? P3: Bridges are made by man.

Step 8

Teacher will ask for additional items which could be put in either group.	Vocabulary: 1) physical environment 2) cultural environment
Children will enumerate additional items for each group.	T: Man-made things are part of our cultural environment. What else is part of our cultural environment. P1: A house is part of our cultural environment. T: Why? P1: Because it is man-made. T: What is part of our physical environment? P2: A tree. T: Why? P2: Because it's not man-made. T: What else is part of our physical environment? P3: A river is part of our physical environment. T: Why?

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 2 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will demonstrate map skills by using a map of the U.S. to locate Texas and Michigan and several points in between.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will identify Texas and Michigan on a map and ask questions to elicit information about where the pupils have resided or traveled in other states and where they presently reside.

Children will indicate on the map various places where they have traveled and resided.

LINGUISTIC PROJECTIONS

a. HERE/THERE + BE + Noun Phrase
Here's Michigan.

Subject Pronoun + BE + Preposition + Noun Phrase
It's in the South.

(pointing to a map of the U.S.)
T: Here's (there's) Michigan. It's in the North.
C: There's Michigan. It's in the North.
T: Here's Florida. It's in the South.
C: Here's (Texas, Calif.) It's in the (South, West).

(chain drill)
P1: There's Texas. It's in the South.
P2: There's Florida. It's in the South. Where's Michigan?

b. Verb forms: regular - live/lived
irregular - leave/left

Time expressions: ...now
...before
...ago

(chain drill)
P1: Where do you live now?
P2: I live in Michigan.
P1: Where did you live before?
P2: I lived in Texas.
P1: When did you leave Texas?
P2: I left Texas (a year) ago.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 3 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will demonstrate their familiarity with cultural and physical elements by identifying elements of both in their Texas environment.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will ask questions to elicit information about pupils' Texas environment as in Lesson 1, Steps 4 and 7.

Children will recall appropriate items as in Lesson 1, Steps 4 and 7.

LINGUISTIC PROJECTIONS

Embedded Sentences:
Activity A: Using "suppose"
NP + suppose + NP + would + VP
Activity B: NP + would + VP (that) NP + VP
Activity C: Using "probably"
(Using multi-sensory data: e.g., pictures of a cowboy and map of Texas to stimulate RECALL and other high level THOUGHT PROCESSES.)

Activity A - RECALL
T: Suppose you were a cowboy in Texas. (points to picture and map) What things do you suppose you would see as you rode around everywhere?
P1: (beginning with "I suppose" as cued by teacher) I suppose I would see (horses).
P2: I suppose I would see a barn.
P3: ...a house (truck, car, jeep).
P4: ...a corral (barbed wire, fences).
P5: ...grass and trees (cactus, flowers).
P6: ...lasso (saddle, boots).
P7: ...a gas station (store, cafe).
(Teacher continues to elicit items from Texas environment and to write a list.)

Activity B - Grouping (Physical/Cultural)
T: Let's group these according to physical and cultural environment like we did before. What would you say belongs to the physical (natural) environment?

LESSON 3 cont'd

Step 1 (cont'd)

SOCIAL SCIENCE PROJECTIONS

LINGUISTIC PROJECTIONS

P1: (beginning with "I would say...") I would say grass in Texas belongs to the physical environment.
P2: I would say horses in Texas belong to the physical environment.
T: What would you say belongs to the cultural environment?
P3: I would say (that) a corral in Texas belongs to the cultural environment.
P4: I would say (that) the store belongs to the cultural environment.
P5: I would say (that)...

Activity C - REGROUPING
T: Let's group the same items according to urban or city environment and rural or country environment. What things would you say are urban and what are rural?
P5: I would say (that) the store is probably more urban.
P6: I would say that a barn is probably more rural.
P7: I would say that a gas station is probably more urban.

Teacher will record list for use in Lesson 5.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 4 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will demonstrate an understanding of cultural areas by identifying cultural areas within a Michigan city.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will guide pupils to identify cultural areas within an urban area by use of visuals or field trip.	<u>DO as Function Word and Verb</u> (function) - What <u>do</u> (verb) - people <u>do</u> here?
	<u>Questions using WHAT</u> WHAT + DO + Noun Phrase + DO
Pupils will identify cultural areas recognizing different areas to be primarily residential, commercial, industrial, recreational, or rural.	/using pictures or field trip information/ T: What do people do here? P1: They work in factories. T: What do people do here? P2: They live in their houses. T: What do people do here? P3: They go shopping. T: What do people do here? P4: They play (baseball).

Step 2

Teacher will supply needed vocabulary to label areas indicated by pupils.	T: Do we call these places the city or the country? C: The city.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 5 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Children will identify similarities and differences between their Michigan and Texas environments and between rural and urban environments giving probable reasons for the differences.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will help pupils recall items listed in Lessons 1, 3 and 4.

LINGUISTIC PROJECTIONS

Free Conversation: S → NP + VP

Activity A (T attempts to obtain list as in Lesson 1 - Rural Michigan)

T: (to P1) Go to the blackboard and write one thing from the rural environment of Michigan and tell us something about it in one sentence.
P1: (writes on board) Cherry trees. (speaks a sentence) Cherry trees grow in Michigan.
P2: (writes on board) Snow. (speaks) Snow falls in Michigan.
CLASS CONTINUES TO WRITE LIST ON BOARD

Activity B (T aids students in obtaining a list as in Lesson 3 - Rural Texas)
PROCEDE AS IN ACTIVITY A

Activity C (T aids students in obtaining a list as in Lesson 4 - Urban Michigan).
PROCEDE AS IN ACTIVITY B

Step 2

Teacher will ask pupils to identify similarities and differences in the two lists from Lessons 1 and 3.

LINGUISTIC PROJECTION

BE + NP + found + BOTH + in X and Y
Contrastive BUT: BE + neg/BUT/ + BE
Stress patterns: aren't, are

LESSON 5 cont'd

Step 2 (cont'd)

SOCIAL SCIENCE PROJECTIONS

Pupils will identify similarities and differences between the two lists.

(Teacher will save this list for later use in the lesson.)

LINGUISTIC PROJECTIONS

TEACHER GOES TO THE BLACKBOARD AND DRAWS A LINE CONNECTING IDENTICAL OR SIMILAR ITEMS FROM LIST I AND LIST III AND MODELS SENTENCES AS OUTLINED IN THE LINGUISTIC PROJECTIONS.

e.g.

List I	List III
farm houses	grass
cherry trees	barns
roads	cactus
grass	adobe huts
pine trees	armadillos
sand dunes	farm houses
	mesas
	cotton

T: (Farm houses) are found both in Michigan and in Texas.

P1: (drawing a connecting line) (Grass) is found both in Michigan and in Texas.

T: (checks a dissimilar item from List I or List III) (Adobe huts) aren't found in Michigan, but they are found in Texas.

P2: (Cherry trees) are found in Michigan, but they aren't found in Texas.

CONTINUE, ASKING PUPILS TO IDENTIFY OTHER ITEMS WHICH ARE FOUND IN BOTH PLACES AND ITEMS WHICH ARE FOUND IN ONE PLACE BUT NOT THE OTHER.

(NOTE: The teacher may wish to consult her aide or recruiter or an encyclopedia in order to expand List III.)

LESSON 5 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will help pupils recall elements of their own urban environment as in Lesson 4. The teacher will explain that the city they discussed in Lesson 4 is somewhat similar to cities pupils may have seen in other states. Pictures should be used to illustrate this. Pictures should include different areas in a city.

Teacher will also explain that items in the rural Texas and rural Michigan environment are similar to items in the rural environments of other states.

LINGUISTIC PROJECTIONS

Free Conversation: S→NP + VP

T: (Aids pupils in writing a list as in Lesson 4.) Go to the blackboard and write the name of something or some place from the urban or city environment here in Michigan. Speak about it.

P1: (writes on board) Factories
(speaks) Michigan has lots of factories.

P2: (writes) Shopping centers
(speaks) Michigan has lots of shopping centers.

LESSON 5 cont'd

Step 4

SOCIAL SCIENCE PROJECTIONS

Teacher will label the lists from Step 2 above (rural Michigan and rural Texas) as RURAL and the list from Step 3 above as URBAN.

Teacher will ask pupils to identify similarities and differences between rural and urban areas using lists from the preceding step:
e.g.

houses	factories
trees (cherry)	shopping center
corn fields	commercial centers
bridges	residential areas
cows eating	recreational areas (houses)
strawberry field	bridges
	transportation center (bus, train station)

LINGUISTIC PROJECTIONS

Writing: Urban - Rural

T: (to P1) Go to the board and write "rural" above the lists of items found in rural Michigan and Texas.
P1: (writes on board) RURAL
T: (to P2) Go to the board and write "urban" above the items found in an urban or city environment.
P2: (writes on board) URBAN

Step 5

There are.....but not...

T: Go to the board and draw a line connecting items that are the same in rural and in urban areas and say something about the similarity.
P1: (draws a line connecting houses or bridges in both columns)
e.g. There are houses in rural and in urban areas.
T: What do we call a large area of urban houses?
P2: A residential area.
T: (to P3) Go to the board and check an item which is found only in rural or urban areas. Then say something about the difference.
P3: (checks corn fields or cows eating, etc.)
e.g. There are corn fields in rural areas but not in urban areas.

Step 6

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will elicit probable reasons for the differences identified in Lesson 5, Step 3.	T: Ask someone to give you a reason (explaining) why strawberry fields aren't found in cities.
	P1: (to P2) Can you give me a reason why strawberry fields aren't found in urban areas?
Pupils will infer and state probable reasons for the differences identified in Step 3.	P2: e.g. Because there is no place.
	P3: Because farmers produce things for city (urban) people.
	P4. Because farm products aren't produced in urban areas.
	T: Ask someone to give you a reason (explaining) why factories aren't found in rural areas.
	P4: (to P5) Can you tell me why factories aren't found in rural areas?
	P5: e.g. Because factories produce (tractors) and (trucks) used by farmers.
	P6: Because factories must be near a place where many workers live.
	P7: Because factories must be located near a supply of (raw) materials (such as coal, iron, rubber, etc.)

SOCIAL SCIENCE
and
LINGUISTIC PROJECTIONS

UPPER ELEMENTARY

UNIT II

INTERDEPENDENCE

ORGANIZING CONCEPT: People tend to concentrate where there are job opportunities and other advantages.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 6 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will clarify and extend their concept of division of labor and specialization.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will elicit from pupils the types of work which people perform in rural areas.

Pupils will enumerate types of work people perform in rural areas.

LINGUISTIC PROJECTIONS

Asking questions
What do you call ...?

Transformation
A person who picks cherries.
⟶ a cherry picker

/using pictures of a tractor, truck, fruit/
T: What do you call a man who drives a (tractor)?
C: A tractor driver.
T: What do you call a person who picks (cherries)?
C: A cherry picker.
T: What do you call a person who packs (puts) (apples) in boxes?
C: An (apple) packer.

Step 2

SOCIAL SCIENCE PROJECTIONS

Teacher will direct pupils to group types of work which are related in some way.

Pupils will group types of work according to relationships they see.

LINGUISTIC PROJECTIONS

Embedded Questions

/asking students to pantomime and using pictures from Step 1/

T: (to P1) Ask someone if they can show you how to pick (strawberries).
P1: (to P2) Can you show me how to pick (strawberries)?
P2: (pantomimes) Yes I can.
T: (to P3) Ask someone if they can show you how to drive a (tractor).
P3: (to P4) Can you show me how to drive a (tractor)?
P4: (pantomiming or explaining with guidance from T.) Yes, I can.
T: (to P5) Ask someone if they can show you how to pack (strawberries).
P5: (to P6) Can you show me how to pack (strawberries)?
P6: (pantomimes or explains) Yes, I can.

LINGUISTIC PROJECTION

Vocabulary: use of "similar"

T: What kinds of jobs that we showed each other how to do are similar?
P1: Picking (strawberries) and (cherries) are similar.
P2: Driving a (tractor) and a (truck) are similar.
P3: Packing (apples) and (peaches) are similar.

Step 3

Teacher will elicit from pupils which jobs in each group are performed by the same or different people.

Pupils will identify which jobs are performed by the same or different people.

LINGUISTIC PROJECTIONS

Use of generic terms: fruit, vehicle driver, packer

T: Who showed us how to do the same kind of work?
P1: (Pedro) and (Manuel) did.

LESSON 6 cont'd

Step 3 (cont'd)

SOCIAL SCIENCE PROJECTIONS

LINGUISTIC PROJECTIONS

T: What kind of work was it?
P1: Picking fruit.
T: Who else showed us how to do the same kind of work?
P2: (Lucia) and (Alberto) did.
T: What kind of work was it?
P2: Packing fruit (driving a vehicle).

LINGUISTIC PROJECTION

Contrastive use of WAS and WERE (+NEG)

T: Who was/wasn't a vehicle driver?
P1: (Yolanda) and (Consuelo) were.
P2: (Marta) and (Cecilia) weren't.
T: Who was/wasn't a fruit packer/picker?

Summary questions

T: Are they all doing the same job?
C: No, they're doing different jobs.

LESSON 6 cont'd

Step 4

SOCIAL SCIENCE PROJECTIONS

Teacher will ask questions to elicit from pupils general statements about how work is divided among different people to get all the tasks done.

Pupils will make general statements about the observed division of labor in rural areas.

LINGUISTIC PROJECTIONS

Use of USUALLY and Object Pronoun THEM

Noun Phrase + USUALLY + Verb Phrase + THEM

/using picture/

T: Do women or men usually drive (tractors)?
C: Men usually drive them.
T: Why do men usually drive (tractors)?
C: Because driving a (tractor) is _____.
T: Do men or women usually pack strawberries?
C: Women usually pack strawberries.
T: Do the same people do all the jobs?
C: No, they don't.
T: Why?
Pl: (Because some usually can do one job better).

Step 5

Teacher will record and save list and generalizations from Lesson 6.

SAMPLE LIST:

tractor driver
truck driver
cherry picker
strawberry picker
apple picker
cherry packer
strawberry packer
apple packer

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 7 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will identify alterations made in the environment by men and probable reasons for the alterations.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will display lists compiled in Lessons 1 and 6.

LINGUISTIC PROJECTIONS

List of pictures to include:
bridge, tunnel, road, dam, etc.
driver, farmer, engineer, etc.

Step 2

Teacher will elicit from the class the identifiable changes in the environment made by men.

Pupils will identify man-made changes in the environment.

Present perfect and Passive
Use of prepositions: OVER, THROUGH, ON
Noun Phrase + HAVE + BE + Verb + Preposition + Object Pronoun

T: How has this river been changed?
C: A bridge has been built over it.
T: How has this mountain been changed?
C: A tunnel has been built through it.
T: How has this field been changed?
C: (Apple) trees have been planted on it.

LESSON 7 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will elicit probable reasons for man-made changes in the environment.

Pupils will state probable reasons for man-made changes in the environment based on their knowledge of the types of work that men perform.

LINGUISTIC PROJECTIONS

Modals, past tense

Beginning expressions with "so that"

SO THAT + Noun Phrase + COULD + Verb Phrase + (_____).

T: Who built the bridge?
C: Bridge builders did.
T: Why did they build it?
C: So that cars could cross over the river.
T: Who built the tunnel?
C: Tunnel builders (engineers) did.
T: Why did they build it?
C: So that (trains) could go through the mountain.
T: Who planted the apples in the field?
C: The farmer did.
T: Why did the farmer plant the apple trees?
C: So that people would have apples to eat.

Step 4

Teacher will record and save statements from Lesson 7, Step 3.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 8 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Pupils will relate urban cultural areas with the types of work men perform. Children will compare rural and urban specialization and division of labor.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teachers will ask pupils to enumerate types of jobs performed in urban areas. Pupils will enumerate types of jobs performed in an urban area (including services and types of jobs performed in factories, etc.).	Contrasting use of WORK as a Noun and Verb What kind of WORK... Some people WORK... /using flashcards of professional people/ T: What kind of work (jobs) do people do in the city? C: Some people work as (doctors).

Step 2

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will elicit from pupils similarities and differences among the lists compiled in Lesson 7 and Lesson 8, Step 1. Pupils will compile lists from Lesson 7 and Lesson 8, Step 1, identifying similarities and differences.	Vocabulary: INSIDE vs OUTSIDE T: Do tunnel builders work inside cities or outside of them? C: They usually work outside (of) cities. T: Do farmers work inside or outside cities? C: They usually work outside of them. T: How about truck drivers? C: Truck drivers work everywhere. They work inside cities and outside of cities. T: How about engineers? C: Engineers work everywhere too.

LESSON 8 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teachers will ask for probable reasons for similarities and differences identified in Lesson 8, Step 2.

Pupils will state probable causes for several of the similarities and differences identified in Lesson 8, Step 2.

LINGUISTIC PROJECTIONS

Contrasting Affirmative and Negative Questions

WHY + DO / DON'T + Noun Phrase + Verb + (____)?

T: Why do farmers work in the country?
C: Farmers work in the country because _____.
T: Why do engineers work in the country and in the city too?
C: Farmers work in the country and in the city too because _____.
T: Why don't fishermen work in the city?
C: Fishermen don't work in the city because there aren't many fish there.

Step 4

Teacher will ask for general statements about the division of labor and specialization based on observed similarities and differences in Lesson 8, Step 3.

THINGS + TO + Verb
Vocabulary: PRODUCE

T: Are fish, corn, milk and eggs things to eat or things to use?
C: Things to eat.
T: Do city people or country people produce things to eat?
C: Country people do.
T: Are glasses, cars, books and chairs things to eat or things to use?
C: Things to use.
T: Do city people or country people produce things to use?
C: City people produce things to use.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 9 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will identify the interdependence which exists between rural and urban areas.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask for examples of goods and services produced in urban areas for use in rural areas. Pupils will identify goods and services which are produced in urban areas for use in rural areas.	<u>FOR + Noun Phrase + Prepositional Phrase</u> /cuing with pictures, if necessary: tractor, pump, etc./ T: What things are made in the city for use by people in the country? P1: Tractors are made in the city for use by people in the country. T: What else? P2: Pumps are made in the city for use by people in the country.

Step 2

Teacher will ask for examples of goods and services produced in rural areas for consumption in urban areas. Pupils will identify goods and services produced in rural areas for use in urban areas.	<u>Contrasting USE as Noun and Verb</u> ....will USE ....for USE by.... <u>Collocating verbs and noun objects</u> ....produce milk, honey, eggs vs ...grow apples, potatoes /using pictures of milk, honey, eggs; apples, carrots, etc./ T: What things are produced in the country that city people will use? P1: Milk is produced in the country for use by city people. T: What things are grown in the country to be eaten by city people? P2: Apples are grown in the country to be eaten by city people.

LESSON 9 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will ask pupils to enumerate processing of sample goods from origin to consumption.

Pupils will identify processes of production such as: food growth, retail, consumption; including origin of materials, labor, etc.

LINGUISTIC PROJECTIONS

Vocabulary:
FIRST, SECOND, THIRD,....LAST

T: Tell the story of the production of (milk).
P1: First, the farmer milks the cow.
P2: Second, the milk truck picks up the milk from the farm.
P3: Third, the milk is brought to the dairy plant.
P4: Fourth, the milk is pasteurized and bottled by workers in the dairy plant.
P5: Fifth, the milkmen deliver the milk to homes, schools, stores and restaurants.
P6: Last, the people drink the milk or use it to cook with.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON IO UPPER ELEMENTARY LEVEL

OBJECTIVE:
Pupils will identify examples of public and private services. Pupils will also identify public services which originate outside of rural areas but affect rural areas.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teachers will aid pupils in identifying private services as those services that individuals pay for directly, and public services as those services which are controlled by government for the benefit of citizens, paid by taxes.

LINGUISTIC PROJECTIONS

Contrasting WHAT DO WE CALL A PERSON WHO....
WHAT DOES AN (____) DO?

/using two sets of pictures when available/

T: What do we call a person who cuts hair?
C: A barber.
T: What do we call a boy who delivers newspapers?
P1: A (news) paper boy.

T: What do we call a person who directs traffic?
C: A policeman.
T: What do we call a person who puts out fires?
P2: A fireman.

/T gives the cues for a chain drill/

T: Barber.
P1: What does a barber do?
P2: A barber cuts hair.
T: Garbage collector.
P3: What does a garbage collector do?
T: A garbage collector collects garbage.

LESSON 10 cont'd

Step 2

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask for examples of public and private services in rural and urban communities. Pupils will identify examples of public and private services in urban and rural areas.	<u>Asking questions with WHO + Verb + (____)</u> Who keeps people safe in the country? <u>Contrasting DO and DOES in statements:</u> The police <u>do</u>. The sheriff <u>does</u>. /using pictures/ T: Who keeps people safe in the country? P1: The sheriff does. T: Who keeps people safe in the city? P1: The police do. T: Who delivers the mail in the (country)? P2: The mailman does. T: Who cuts people's hair in the (city). P3: A barber does.

Step 3

Teacher will ask pupils to identify origins of sample public services. Pupils will identify examples of public services which affect rural areas but do not originate in rural areas.	Question tag: <u>ISN'T IT?</u> Negative Response: <u>NO, IT ISN'T.</u> /using pictures of public buildings/ T: The sheriff's department is in the country, isn't it? C: No, it isn't. It's in the city. T: The public library is in the country, isn't it? C: No, it isn't. The public library is in the city.

SOCIAL SCIENCE
and
LINGUISTIC PROJECTIONS

UPPER ELEMENTARY

UNIT III

INTERDEPENDENCE-VALUES

ORGANIZING CONCEPT: People tend to concentrate where there are job opportunities and other advantages - A mobile people tend to develop a way of life that differs from that in established communities.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON II UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will identify demand for seasonal labor.

Descriptions	LINGUISTIC FOCUS: Step 1	Examples
It's + Noun Phrase		It's summer.
It's + Adjective + Prepositional Phrase		It's cold in Michigan.
Noun Phrase + be + Verb-ing + (___)		Nothing is growing (on my farm)
Noun Phrase + (have/need) + Det. Noun Phrase		I have a machine to pick my fruit.
Questions using do		Do you need any pickers on your farm?
Affirmative vs. negative responses Contrasting use of any, any other, and some		Do you need any other kind of help? Yes, I need some apple packers.

Descriptions	LINGUISTIC FOCUS: Step 2	Examples
Possession		Juan's family.
Questions using can		
Where + can + Noun Phrase + Verb Phrase		Where can they go to work?
Can + Noun Phrase + Verb Phrase + (___)		Can they pick fruit in Florida in summer?
Noun Phrase + can + Verb Phrase + (___)		They can go to pick fruit in Michigan.
Maybe + Noun Phrase + Verb Phrase + (___)		Maybe they can pick oranges.

Descriptions	LINGUISTIC FOCUS: Step 3	Examples
Adjective + enough		old enough
Enough + Noun		enough money
Questions in the future		Why will...../ won't.....
Too vs. either		He won't work and his wife won't either. She will work and the uncle will too.
Adverb in comparative		more easily

LESSON II cont'd

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will ask pupils to identify causes for demand of seasonal agricultural labor.

Children will identify causes which result in seasonal demand for agricultural labor: including, labor scarcity in rural areas and its causes.

NOTE: This activity involves role playing. P1, holding various pictures, plays the four seasons. P2 is a migrant worker in search of work. P3 is a Michigan farmer.

LINGUISTIC PROJECTIONS

P1: /holding a card showing a picture of winter/
It's winter.
It's cold in Michigan.
Nothing is growing.
P2: Do you need any pickers on your farm?
P3: No. I don't need any pickers. Nothing is growing on my farm now.

P1: /holding up a picture of spring and crops/
It's spring. It's cool and rainy in Michigan. Asparagus and strawberries are growing.
P2: I need a job. Do you need any pickers on your farm?
P3: Yes, I do. Asparagus and strawberries are growing on my farm.
/uses pictures/
I need asparagus and strawberry pickers.

P1: It's summer. It's hot in Michigan.
P2: I need a job. Do you need any pickers?
P3: No, I don't. I have a machine to pick my fruit.
P2: Do you need any other kind of help?
P3: Yes, I do. I need a blueberry packer and a truck driver.

P1: It's fall. It's cool and dry in Michigan.
P2: I need a job. Do you need any pickers?
P3: No, I don't. I have a machine to pick my fruit.
P2: Do you need any other kind of help?
P3: Yes, I do. I need some apple packers and a tractor driver.

LESSON II cont'd

Step 2

SOCIAL SCIENCE PROJECTIONS

Teacher will ask for reasons for people moving into the migrant stream.

Pupils will identify causes for people to move into the migrant stream: including stimuli from home areas and attraction from other areas.

NOTE: Use pictures of Juan's family and Don's family from MMPIP; Part II (Art Supplement pages 18 and 26). A map of the U.S. is useful.

LINGUISTIC PROJECTIONS

T: Juan's family lives in Texas in the winter. They pick fruit there. /points to Texas on map/ What kind of fruit do you think they pick there?
P1: Maybe they pick grapefruit.
T: Can they pick fruit in Texas in the summer?
P2: No. It's too hot and dry. There isn't much fruit. There are few jobs. etc.
T: Where can they go to pick fruit?
P3: /pointing to Michigan on the map, with aid of teacher/ They can go to pick fruit in Michigan.

T: Don's family lives in Florida in the winter. They also pick fruit there. /points to Florida/ What kind of fruit do you think they pick there?
P4: Maybe they pick oranges or tomatoes.
T: Can they pick fruit in Florida in the summer?
P5: No. It's too hot and dry.
T: Where can they go to work?
P6: They can go to New Jersey to pick blueberries. /with pupil pointing to map, aided when needed/

Continue, asking for other reasons for going North.

LESSON II cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will ask for advantages and disadvantages of extended family involvement in the migrant stream.

Pupils will identify advantages and disadvantages of extended family invlovement in migrant stream.

NOTE: Use pictures of Rosa's family and Juan's family from MMPIP: Part II (pages 9 and 26). Use the accompanying picture of Juan's family plus his aunt, uncle and cousin.

LINGUISTIC PROJECTIONS

T: /pointing to the picture of Rosa's family/ How many people are in this picture?
C: There are four people.
T: How many people are old enough to do farm work?
C: Two are old enough. The mother and the father.
T: How many people are not old enough to do farm work?
C: Two are not old enough. The boy and the girl.

T: /pointing to the picture of Juan's family, 6 members/ How many people are in this picture?
C: There are six people.
T: How many people are old enough to do farm work?
C: Two are old enough. The mother and the father.
T: How many people are not old enough to do farm work?
C: Two are not old enough to do farm work. The boy and the girl.
T: How many people are too old to do farm work?
C: Two are too old. The grandmother and grandfather.
T: What kind of work can the grandmother and grandfather do?
P1: They can take care of the children.
P2: They can take care of the house.

LESSON II cont'd

Step 3 cont'd

SOCIAL SCIENCE PROJECTIONS

LINGUISTIC PROJECTIONS

T: /pointing to the picture of Juan's family plus his aunt, uncle and cousin/ How many people are in this picture?
C: There are nine people.
T: How many people are old enough to do farm work?
C: Five are old enough. The mother, father, aunt, uncle and cousin.
T: /pointing to the picture of Rosa's family/ Why won't Rosa's family have enough money if her father gets sick?
P1: Because he won't be able to work and his wife won't either.
T: Why will Juan's family have enough money even if Juan's father gets sick?
P2: Because his wife will be able to work and the uncle and aunt will too.

T: Which family can travel more easily?
P1: Rosa's family can.
T: Why can Rosa's family travel more easily?
P2: Because they have no little baby or old people.
T: Which family can buy more things?
P3: Juan's family can.
T: Why?
P4: Because they have more people who can make money.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 12 UPPER ELEMENTARY LEVEL

OBJECTIVE: Pupils will identify migrant labor patterns within the United States using a map of the United States.

Description	LINGUISTIC FOCUS	Examples
Using <u>might</u> in questions and statements Noun Phrase + <u>might</u> + Verb Phrase + Infinitive + Prepositional Phrase		Where do you think they might go to live and work in the summer? They might go to (____).

LESSON 12 cont'd

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask questions to elicit information about migrant labor patterns within the U.S. Pupils will identify migrant labor patterns in the U.S., using a U.S. map. NOTE: Use pictures of Juan's family and Don's family and a map of "Travel Patterns of Seasonal Migratory Agricultural Workers". Review by having students recall some of the information from Lesson 11.	T: Where does Juan's family live and work in the winter? P1: They live and work in Texas. /points to map/ T: Where do you think they might go to live and work in the summer? P2: /touching the map/ They might go to live and work in Indiana, Illinois or Michigan. T: Where does Don's family live and work in the winter? P3: They live and work in Florida. T: Where do you think they might go to live and work in the summer? P4: They might go to live and work in New York, New Jersey, or Maine.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 13 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Children will define behavior, examine the behavior of migrant groups, infer reasons for their behavior, and abstract a set of values as the underlying motives for the way the group acts.

Descriptions	LINGUISTIC FOCUS: Introduction	Examples
Vocabulary Free conversation	Behavior	

Descriptions	LINGUISTIC FOCUS: Step 1	Examples
Free conversation Writing sentences		

Descriptions	LINGUISTIC FOCUS: Step 2	Examples
Using because as a sentence connector (Subordinator)	sentence + because + sentence	They travel a lot because they like to travel

Descriptions	LINGUISTIC FOCUS: Step 3	Examples
Vocabulary	value as a verb value as a noun	

Descriptions	LINGUISTIC FOCUS: Step 4	Examples
Composition, from language and thought and experience		

LESSON 13 cont'd

Introductory Step

SOCIAL SCIENCE PROJECTIONS

Teacher will aid pupils in clarifying their notions of human behavior. Individual responses will be used to write a definition.

Pupils will write a definition of human behavior.

NOTE: Teacher refers to pictures of Juan's family and Don's family and reviews the fact that they live and work in different places during the year. The goal of the activity is to lead the students to clarify and define the concept of behavior.

NOTE: The words observable and behavior may be difficult to understand for some groups, especially the younger ones. Suggestion; have individuals pantomime anything they wish. Call each action a pantomime and then identify it as behavior. Next, ask the others if they saw the pantomime. Call the act of seeing, observing. After many pantomimes, summarize "Things we do are behavior. We can observe behavior."

LINGUISTIC PROJECTIONS

- Sample abbreviated inquiry and discussion -

T: Let's talk about behavior in general so that we can talk about the behavior of Juan's and Don's family. What does behavior mean?

P1: Behavior means the way people, act.

P2: Behavior means what people do in different places.

P3: Behavior is what you say and do in front of older people.

T: Just older people?

P4: No. Behavior is what you say and do in any place and with anyone.

T: Does behavior include thinking?

P5: Yes.

T: Why do you think behavior includes thinking?

P6: Thinking is something you do.

T: Can we see or observe what somebody is thinking or just the effect?

P7: We can see if what somebody is thinking about is happy or sad.

T: Then we say that his behavior shows he is happy or sad. Or we say he acts happy or sad. /to Pupil 8/ Give us a big smile.

P8: /smiles and says nothing/

T: He's smiling, but can we tell what he's thinking?

C: No.

T: /to Pupil 9/ O.K. Go to the board and write a definition of behavior.

P9: /writes on board with assistance and/or corrections/ BEHAVIOR IS THE OBSERVABLE WAY PEOPLE ACT.

LESSON 13 cont'd

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will elicit types of behavior which children believe are exhibited by migrant groups.

Pupils will describe types of behavior exhibited by migrant groups.

NOTE: Refer to pictures of Juan's and Don's families. Accept all responses, do not use statements or comments which are value judgements. Ask questions to clarify ideas.

LINGUISTIC PROJECTIONS

- Sample abbreviated inquiry -

T: Let's talk about the behavior of Juan's and Don's families.
/to Pupil 1/
Will you be our "data recorder"?

P1: /goes to board or uses a note pad to make a list for later use/

T: Do these families travel a lot or stay in one community?

C: They travel a lot.

P1: /writing/
They travel a lot.

T: Do all or just some of the members travel together? Including whom?

C: All of the members including the grandparents and relatives (the extended family) travel together.
/Pupil 1 records/

T: Do they usually have many or few children?

C: They usually have many children.

P1: /writing/
They usually have many children.

T: Do they work outside or inside such as in factories and shops?

C: They usually work outside.

P1: /writing/
They usually work outside.

/teacher guides lesson; calls for free ideas/

T: What else can we say about the behavior of the members of those families.

P2: Young people do what the older people tell them.

P1: /writing/
Young people, etc.

P3: Juan's family speak Spanish most of the time.

P1: /writing/
.....speak Spanish.

P4: They go to church when they have a chance.

P1: /writing/
.....go to church.

LESSON 13 cont'd

Step 1 (cont'd)

SOCIAL SCIENCE PROJECTIONS

LINGUISTIC PROJECTIONS

P5: Everybody works together and shares things and money.
P1: /writing/
.....work, share, etc.
P6: Everybody follows the father's decisions.
T: Including the mother?
P6: Yes. The mother must do what the father says.
P1: /writing/
.....do what the father says.
Class continues to draw up a list of behavior. Teacher will encourage all talk but will avoid giving emphasis to stereotypes that are misleading or biased.

Step 2

Teacher will elicit reasons for behavior.

Pupils will give reasons for behavior.

NOTE: Teacher refers to pupils' list of behavior information of Juan's and Don's families.

T: (P1), ask (P2) for reasons for the behavior of the two families. In other words, why do they do the things we talked about. (P3), will you go to the chalkboard and write the reason (P2) gives. Use the word because as a sentence connector.
/T models or writes an example/
P1: Why do these families travel a lot?
P2: They travel a lot because they enjoy travel (need work, etc.).
P3: /writing on board/
They travel a lot because they like to travel (need work, etc.).
P4: Why do they usually have many children?
P5: They have many children because they love and want children. Children help the family, especially when the parents are older.
P6: /writing/
They have many children because they love and want children.
P7: Why do they usually work outside?
P8: .....because.....
Pupil 9 writes appropriately on board.
CONTINUE ELICITING REASONS USING LIST FROM STEP 1.

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will ask pupils to infer values of migrant groups based on their behavior and reasons inferred.

Pupils will infer values of migrant groups.

LINGUISTIC PROJECTIONS

/Teacher refers to previous list and sentences/

T: Looking at our information, what can you say these families value? (Explain the meaning of values and illustrate: The Japanese value humility; The American Indians value nature; Teachers value neatness, etc.) (P1), will you make a list of values for us and keep it for use later?
P2: Travel.
C: They (Juan's family) value(s) travel.
P3: Freedom.
C: They (Don's family) value(s) freedom.

NOTE: Keep students focused on values. Ask questions to elicit reasons for students' inferences.

SAMPLE LIST (Rural Values - Migrant)

VALUES OF JUAN'S AND DON'S FAMILIES

Travel
Freedom
Work
Family Unity
Many Children
Outdoor Work
Obedience
Respect for Elders
Politeness (Urbanidad)
Spanish (Negro) Language and Culture
Religion
Togetherness (Cooperation, etc.)
Father as Head (Machismo, etc.)
Group Loyalty (La Raza, etc.)

NOTE: Keep a copy of this list for later use in Lesson 15, Step 1 (retrieval chart).

LESSON 13 cont'd

Step 4

SOCIAL SCIENCE PROJECTIONS

Teacher will assist pupils in summarizing prior steps of defining and observing behavior, inferring reasons for behavior and generalizing group values.

Pupils will summarize prior steps and write a composition.

NOTE: Following the pattern of the oral language activity in Steps 1-3, dealing with the 3-stage thought process aimed at the discovery of values, have the students write - collectively or individually - a 3-paragraph composition entitled PEOPLE'S VALUES HELP EXPLAIN THEIR BEHAVIOR.

NOTE: To collectively write a composition, you may wish to have pupils give their ideas while you (or a pupil) write on the board. Then the class may copy the composition and/or add additional sentences.

LINGUISTIC PROJECTIONS

Definitions may serve as the topic sentence for the first and third paragraphs. The middle paragraph might open with a topic sentence such as: "We can point to a number of reasons explaining why different people behave as they do."

SAMPLE COMPOSITION

PEOPLE'S VALUES HELP EXPLAIN THEIR BEHAVIOR

Behavior is the way people act. We study people's behavior by observing what they do. For example, families that work on farms in different states during the year travel a lot. They may take their grandparents and other relatives with them. You will notice that these families have many children. They look for work on farms, usually outside in the fields and orchards. A family like Juan's shows a lot of respect towards their religion, the father and older people. They don't just travel together. They live together, work together and share everything - the things they own and the money they make. Juan's family speaks Spanish and Don's family speaks like the people from the South.

We can point to a number of reasons explaining why different groups behave as they do. Juan's family leaves Texas every spring because they like the excitement of travel and because they need work. They have many children because.....

Knowing the reasons for people's behavior is one way to understand and appreciate their values. These families value freedom to travel and to work where they wish in the great outdoors. Family unity is one of the highest values. Values help explain behavior.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 14 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Children will examine urban behavior and infer values held by urban residents.

Descriptions	LINGUISTIC FOCUS: Step 1	Examples
Vocabulary Free conversation Writing sentences		tend

Descriptions	LINGUISTIC FOCUS: Step 2	Examples
Punctuation Transformation: sentence + because + sentence ---> Because + sentence + comma + sentence		the use of the comma Urban people do X because they Y.--->Because they Y, urban people tend to do X.

Descriptions	LINGUISTIC FOCUS: Step 3	Examples
Vocabulary		basis conclusion

Descriptions	LINGUISTIC FOCUS	Examples
Present participle		I have made the conclusion. I have concluded....
Prepositional phrase		....on the basis of....

LESSON 14 cont'd

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will elicit types of behavior which children believe are exhibited by urban groups. Teacher may begin by asking pupils to recall the types of jobs performed in urban areas.

Pupils will recall the types of jobs performed in urban areas.

NOTE: Teacher should use pictures from magazines to stimulate recall and thought as the basis for obtaining information for oral and written responses.

LINGUISTIC PROJECTIONS

T: Let's talk about the behavior of urban families. This time, everyone will be "data recorders". What will we write at the top of our information sheets?
P1: Behavior of Urban Residents.
T: /writing Behavior of Urban Residents on chalkboard/ O.K. Suppose I begin by giving you choices. Then later you give me free "information". Do urban families travel from place to place during the year or do they tend to live in one place?
P2: Urban people tend to live in one place.
T: Do urban people tend to hurry and rush all the time or do they enjoy a relaxed, slower life?
P3: Urban people tend to be in a hurry.
T: What else is special about the way they live or work or act? How about the things they have - their houses, cars and other things?
P3: They live in big houses.
P4: They drive big cars.
T: How many cars does an urban family have?
P5: Maybe two or three. One for the husband. One for the wife. Maybe one for the kids.
T: O.K. How does this relate to the behavior of the wife and children to the father and older people. By the way, what about the grandparents and relatives?

NOTE: Teacher continues to guide the inquiry into urban behavior so that it parallels Lesson 13 somewhat. Pupils continue to record sentences given as oral data (information).

LESSON 14 cont'd

Step 2

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will elicit reasons for behavior of urban residents. Pupils will give reasons for behavior of urban residents.	T: (P1), ask (P2) to give you a reason for one of the ways urban people tend to act, using your "data sheet" (from Step 1). You will say, "Urban people do 'X' because they 'Y'..." (P3), you will take P2's sentence and change it by beginning with "Because they 'Y', urban people tend to do 'X'." Write the sentence you transform on the chalkboard. P1: /asking following "data sheet"/ Why do urban people tend to live in one place all of the time? P2: Urban people tend to live in one place all the time because they want to feel secure (can't leave their job, don't like to move, etc.) P3: /writing on board/ Because they feel secure (can't leave, etc.), urban people tend to live in one place all the time. P4: /asking following "data sheet"/ Why do city people tend to be in a hurry all of the time? P5: Urban people tend to be in a hurry all the time because they are always busy (have lots of things to do, don't have much free time, etc.). P6: /writing P5's transformed sentence on the board/ Because.... /Teacher continues to elicit statements following the pattern suggested above./

LESSON 14 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will elicit a broader definition of behavior (encourages flexibility of thought and outlook).	T: Now let's continue with our information on urban behavior and causes and relationships. Can we decide what values are held by urban people?
Pupils will give a definition of behavior.	P1: Yes. T: How do we decide? On what basis? P2: On the basis of our data. P3: On the basis of our information sheets about the behavior of urban people. T: Can we make good conclusions without information? P4: No. T: Can we make conclusions about people's values only by observing their behavior? What else can we observe? P5: Their speech. T: So maybe our old definition of behavior needs to be changed? P6: Yes. Behavior is the observable way people act and talk. T: /to Pupil 6/ Would you write the new definition on the board, please?

Step 4

SOCIAL SCIENCE PROJECTIONS

Teacher will ask pupils to infer values held by urban people.

Pupils will infer values.

LINGUISTIC PROJECTIONS

/Teacher asks pupils to ask each other to make a statement generalizing the values held by urbanites. Pupil will follow up the first question by asking for the basis of the conclusion./

T: P1, ask someone what they have concluded is one value of the urban person. Then ask him how he made that conclusion.
P1: P2, what would you say is one value held by urban people?
P2: I would say that urban people value security.
P1: On what basis did you make your conclusion?
P2: I made my conclusion on the basis of observing what they do.
T: O.K. Why don't we all keep a list of urban values. What is the first value?
P3: Security.
T: P4, would you continue by asking someone for their conlclusions about urban values and the basis of their conclusion?
P4: P5, what would you conclude as another value held by urban people?
P5: I'd say they value keeping busy.
P4: On what basis have you concluded that?
P5: I've concluded it on the basis of observing what they say.
T: For example?
P5: On, city people always say, "I'm so busy." "I'm too busy." Or something like that.

SAMPLE LIST Urban Values

Security
Work
Possessions
Freedom
Success Security
Keeping Busy
Church
Seriousness
Quiet
Community
Aggressiveness
Youth
Competition
Popularity
Helpfulness

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 15 UPPER ELEMENTARY LEVEL

OBJECTIVE: Pupils will compare values held by migrant groups and urban groups, identify similarities and differences between the two, state causes and effects for selected similarities and differences, and state generalities about the values held by each group.

Descriptions	LINGUISTIC FOCUS: Step 1	Examples
Free conversation Writing on board		

Description	LINGUISTIC FOCUS: Step 2	Examples
Sentence constructions from cues		Work.---→ Both urban and rural people value work.

Description	LINGUISTIC FOCUS: Step 3	Examples
Question and answer interplay		

Description	LINGUISTIC FOCUS: Step 4	Examples
Contrastive use of <u>effect</u> vs. <u>affect</u>		Suppose..... What will the effect be? How about..... How does that affect their lives?

Description	LINGUISTIC FOCUS: Step 5	Examples
Using introductory phrases		In general,.... Generally speaking,.... We can generalize by saying that.... As a general rule,....

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will help pupils recall values held by urban and rural people.

Pupils will recall values held by urban and by rural people, writing lists on the chalkboard.

NOTE: After pupils have written lists, teacher may prompt or point out deficiencies by referring to lists (retrieval charts) retained from Lessons 13 and 14.

LINGUISTIC PROJECTIONS

Use a game technique. Two teams are formed: an Urban team and a Rural team. Have team leaders send members to the chalkboard, one member at a time. Have each member write one value. The objective is to see which team can recall the most.

- Sample teacher-pupil interaction -

T: Who can recall one of the values held by urban people?
P1: I can. Security.
T: O.K. You will be captain of the urban team.
Who can recall one of values held by the rural people?
P2: I can. Travel.
T: O.K. You can be captain of the rural team.
/explaining game/
Captains, choose team members. Have each one go to the chalkboard and write one value as quickly as he can. The team that remembers the most wins.

Teacher may place time limit and announce winner at that or at another point.

Step 2

SOCIAL SCIENCE PROJECTIONS

Teacher will ask for similarities and differences between the two lists of urban and rural values.

Pupils will identify similarities and differences between the two lists.

LINGUISTIC PROJECTIONS

/Game technique continues using cues./

SAMPLE ACTIVITY

T: Let's look at our team lists on the chalkboard now and see which are alike or different. Urban captain, ask one or your members

Step 2 (cont'd)

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
	to find a value common to each group, like Work, for example. Then Rural captain, ask one of your members to make a sentence like, "Both urban and rural people value work." If your members cannot answer on first try your team loses one point. I will keep score.
	Urban: P1 (team member), read something from each list which shows that each group shares a similar value.
	P1: /Reads. - Words are "cues"./ e.g. God (from rural values) and Religion (from urban list)
	Rural: P2 (team member) give us a sentence about the similarity that P1 has found in both lists.
	P2: Both rural and urban people value religion.
	/T records one point for each team./
	Rural: /continuing game/ P3, can you find another similarity?
	P3: Togetherness and helpfulness.
	Urban: P4 (team member), can you make a statement about that?
	P4: I don't think they are the same value exactly.
	T: Can you find a new word to cover both terms? How about cooperation?
	P4: Yeah. Both urban and rural people value cooperation.
	/T continues to help students to comment on similarities./
	T: /having finished finding similarities/ What is left on our lists?
	P5: Differences.
	T: P5, would you read off the differences between the urban and rural groups?
	P5: /reading/ Aggressiveness, Youth, etc.

LESSON 15 cont'd

Step 3

SOCIAL SCIENCE PROJECTIONS

Teacher will ask for causes for selected similarities and differences and reasons for pupils' inferences.

Pupils infer causes for selected similarities and differences and give reasons for their inferences.

LINGUISTIC PROJECTIONS

/continue using team as in Step 2/

T: Let's look for causes now. /writes causes on board/ Rural captain, ask an urban team member why he thinks both groups share a similar value such as work, religion, cooperation, etc. The member who answers can then ask someone from the opposite team why.

Rural: /to urban team member/ Why do you think both urban and rural people value work?

Urban: Because both urban and rural people need to work in order to live. /to opposite team/ Why do you think that's true?

V: Because we can observe that you get money when you work. And you need money to get food.

/T encourages students to state a variety of causes/

T: How about the remaining differences ? What causes can we give for rural people liking large families and urban people liking small families?

Pl: Rural people value large families because they need lots of help. Urban families don't need much help because usually just the father works.

/T continues asking for reasons for differences. Encourages free conversation./

LESSON 15 cont'd

Step 4

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask for effects of similarities and differences and reasons to back up inferences. Pupils will infer effects of similarities and differences and give reasons for their inferences.	- Sample inquiry and discussion - T: Let's talk about the effects or results of similarities and differences. Suppose an urban family and a rural family both value their language, but the rural family speaks Spanish and the urban family speaks English. What will the effect be? /T writes effects/ P1: They can't talk to each other very much. P2: The rural family will speak Spanish most of the time. T: /after eliciting many effects/ Do you suppose the rural family will have some special problems as a result of their valuing Spanish? P3: Maybe they value Spanish, but they can speak English too. T: So what effect will that have on their lives? P3: They can still speak Spanish at home to their friends and family but they can still get along in school or at work with English. T: What will the effect be if they can't speak English very much. P4: They might have trouble in school, getting a job, or doing lots of other things. T: How about the effects coming from a similarity both groups share? Both groups value work. How does that affect their lives? /T writes affect/ P5: Both groups will need jobs. T: How does the need for jobs relate to other similarities and differences we talked about? P6: Maybe a rural worker can't get a job in the city. T: Why? P7: He values outdoor work. P8: He can't speak English. P9: He didn't graduate.

Step 4 (cont'd)

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
	/Teacher continues discussion on how similarities and differences of values may affect the lives of individual members of each group. Pupils should be made aware of resultant problems arising from differences as well as benefits./

Step 5

Teacher will ask for general statements about the similarities and differences between the values held by rural groups and those of urban groups, based on the above discussion.	Teacher will write the introductory phrases (from the linguistic focus) on the board. Pupils are asked to use them alternately in statements about similarities and differences in values.
Pupils will give general statements based on the above discussion.	T: Shall we finish up our discussion by making some generalizations about values? First, let's be sure we know what a generalization is. Who can explain it? How about a synonym or another word that means about the same thing? P1: A rule. P2: A law. T: O.K. We can also say a conclusion or a principle or an idea or general statement. On what basis do we make generalizations? Do you remember from our discussion the other day? P3: On the basis of observation. P4: On the basis of what we see and hear. T: Can I add, on the basis of what we think and discuss? P5: Yeah. T: O.K. Then, on the basis of our observation and discussion, let's make some generalizations about the similarities and differences between the values of rural and urban people. We'll practice using the phrases I have written on the board.

LESSON 15 cont'd

Step 5 (cont'd)

SOCIAL SCIENCE PROJECTIONS

LINGUISTIC PROJECTIONS

Rural Captain: In general, rural people value outdoor work, but urban people value working inside.

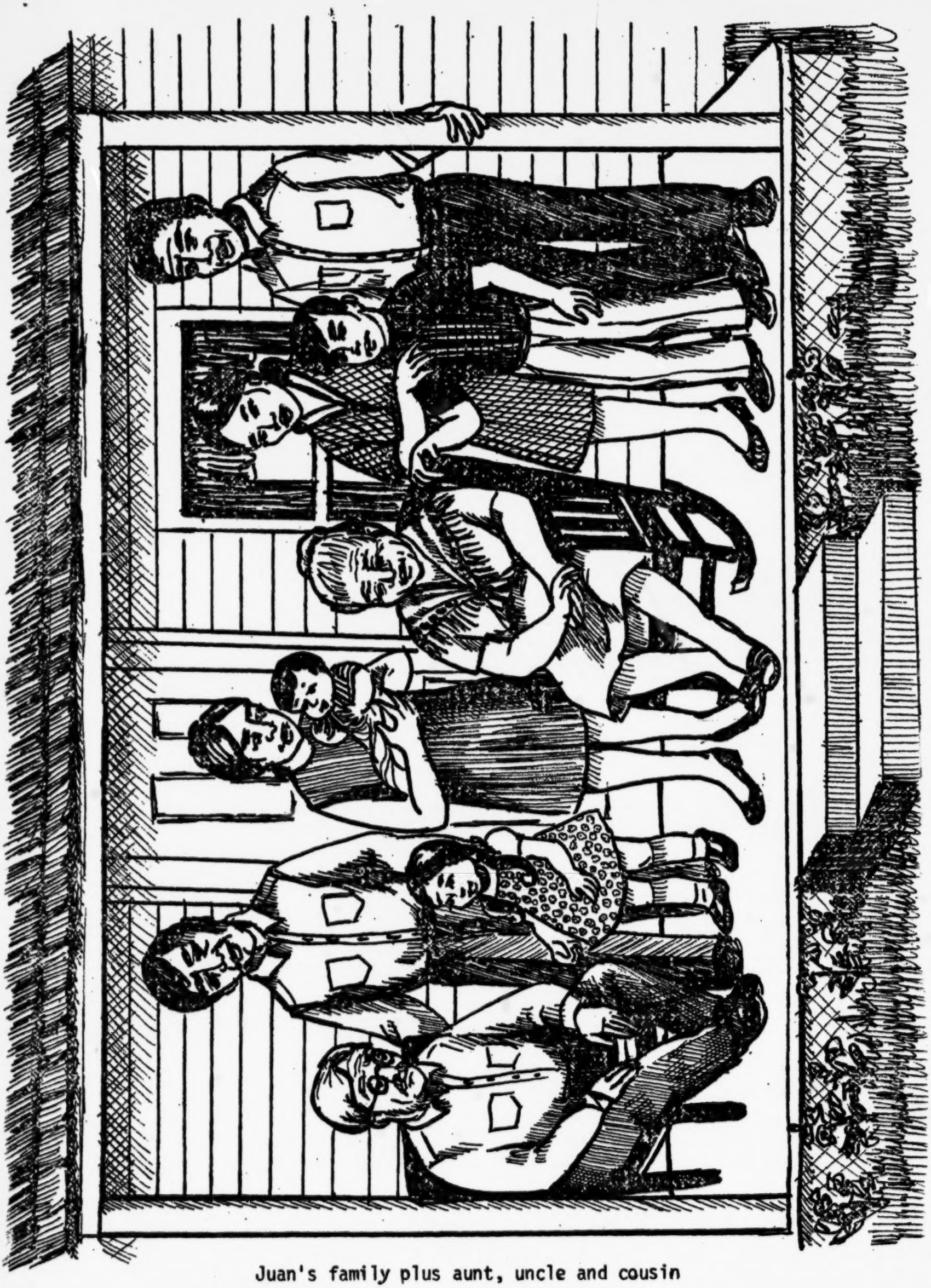
T: Is that a generalization about a similarity or a difference.

Rural Captain: About a difference.

Urban Captain: Generally speaking, both urban people and rural people value work.

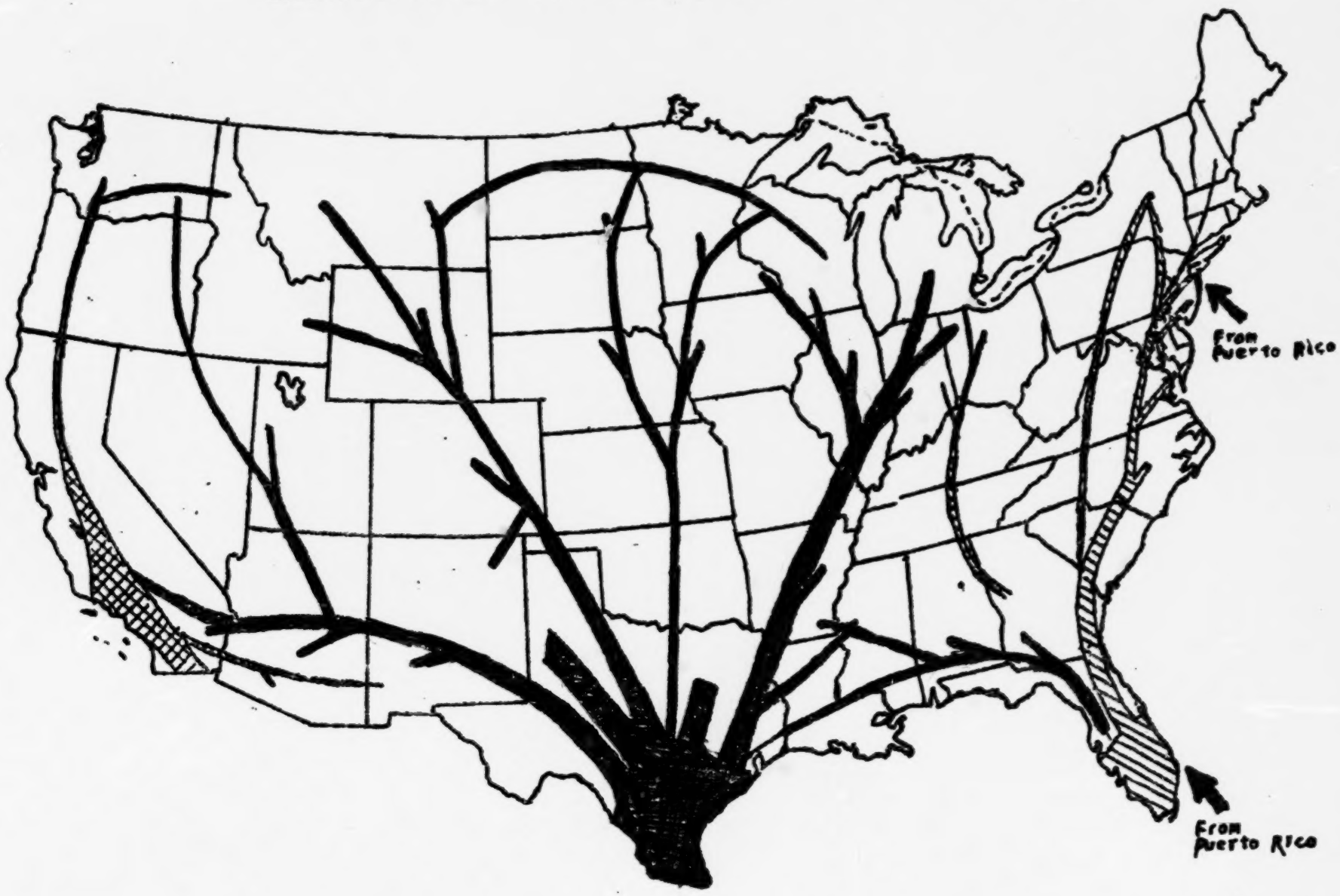
T: That's a similarity isn't it?

/T continues asking for generalizations./



Juan's family plus aunt, uncle and cousin

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS



SOCIAL SCIENCE PROJECTIONS

UPPER ELEMENTARY

UNIT IV

CULTURE CONTACT

ORGANIZING CONCEPT: Civilizations change when they meet a new culture. These changes may be one of degree.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 16 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Pupils will identify causes for seasonal farm laborers to remain in Michigan on a temporary/permanent basis.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher poses a problem similar to the following: "What could happen if growers used more machines in harvesting their crops?"

Pupils will infer probable effects of increased mechanization.

LINGUISTIC PROJECTIONS

Teacher creates own language activities, using the space below.

Step 2

Teacher will ask for reasons to back up inferences.

Pupils will give reasons for their inferences.

Step 3

Teacher will focus on one inference such as, "less demand for farm labor", and elicit effects of this inference.

Pupils will infer effects of a decrease in demand for farm labor.

Step 4

Teacher will ask for general statements to sum up the above discussion.

Pupils will make general statements about what has been discussed.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 17 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Pupils will identify problems which new residents in Michigan may encounter and identify aids which may help overcome the problems.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher poses a problem similar to the following: "What problems do you think people might have if they remained in Michigan?"	Teacher creates own language activities, using the space below.
Pupils will identify problems which people may have who remain in Michigan.	

Step 2

Teacher will elicit reasons for inferences.

Pupils will give reasons for their inferences.

Step 3

Teacher will ask pupils to enumerate aids which could help people overcome problems.

Pupils will enumerate aids. (Teacher will assist pupils in citing aids they may not be familiar with.)

Step 4

Teacher will elicit reasons how the aids may help overcome problems.

LESSON 17 cont'd

Step 4 (cont'd)

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Pupils will identify how an aid may help overcome a problem	

Step 5

Teacher will ask where the aids might be located (such as legal aid).	
Pupils will identify where aids might be located. (Teacher will assist pupils when necessary.)	

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 18 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Pupils will enumerate probable causes for people to move into urban areas, problems they might encounter, and what aids are available to help them overcome problems.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will discuss with pupils how some families have remained in Michigan for a short time then rejoined the migrant circuit, how some have remained in rural areas while family members have commuted to jobs in urban areas, and how some families have moved to urban areas to live and work.

LINGUISTIC PROJECTIONS

Teacher creates own language activities, using the space below.

Step 2

Teacher will ask pupils to identify probable causes for families to move into urban areas.

Pupils will identify probable causes for families moving into urban areas.

Step 3

Teacher will ask if pupils know anyone who has moved or is planning to move into urban areas.

Pupils will identify people who have or who are planning to move into urban areas.

Step 4

Teacher will ask pupils to enumerate possible problems such people may encounter.

Pupils will enumerate possible problems.

LESSON 18 cont'd

Step 5

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask for aids within the city which may help solve identified problems. Pupils will identify aids within the city. (Teacher will suggest aids if necessary.)	Teacher creates own language activities, using the space below.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 18 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Given a situation of possible conflict of values, pupils will propose solutions.

Step 1

SOCIAL SCIENCE PROJECTIONS

Teacher will enumerate a story similar to the following: Juan, Pedro, and Ricardo are cousins. They recently moved to a city. Seldom does one boy do anything without the others. Recently, Juan made a new friend at school, Gary, who has always lived in the city. Gary asked Juan to run for class president. Juan didn't know what to do. He was afraid of what his cousins might think if he accepted the offer and afraid of what Gary might think if he refused.

LINGUISTIC PROJECTIONS

Teacher creates own language activities, using the space below.

Step 2

Teacher will ask pupils to enumerate events in the story just read.

Pupils will enumerate events in the story.

Step 3

Teacher will ask pupils to infer the feelings of Juan and Gary and explain their inferences. (How do you think (____) felt? Why do you think he felt that way?)

Pupils will make and explain inferences about the feelings of the characters in the story.

LESSON 19 cont'd

Step 4

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask pupils to propose solutions to Juan's problems and explain their inferences. (What do you think Juan should do? ... Why?)	Teacher creates own language activities, using the space below.
Pupils will propose and give bases for solutions.	

Step 5

Teacher will ask for possible reactions from Paul and Juan's cousins and explain their inferences.	
Pupils will make and explain inferences about possible reactions of Paul and Juan's cousins.	

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 20 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Pupils will recall similar events in their lives or in the lives of someone they know, evaluate their recalled behavior, and explore alternative types of behavior.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will ask pupils to recall the discussion from Lesson 19 and ask for similar incidents they or someone they know have had. Pupils will recall similar behavior they or someone they know have experienced.	Teacher creates own language activities, using the space below.

Step 2

Teacher will ask pupils to describe recalled behavior.

Pupils will describe recalled behavior.

Step 3

Teacher will ask pupils to evaluate their behavior and give bases for their evaluation. (Do you think that was a good or bad thing to do ... Why?)

Pupils will evaluate and give bases for their behavior.

Step 4

Teacher will ask pupils to consider alternatives. (Is there anything you could have done differently?)

Pupils will consider alternative behavior.

SOCIAL SCIENCE PROJECTIONS

UPPER ELEMENTARY

UNIT V

CULTURE CHANGE

ORGANIZING CONCEPT: As large numbers of people move to urban areas, a revolution takes place in the expectations of these people. This rise in expectations is part of the change in socio-cultural values accompanying their urbanization.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 21-22 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Pupils will identify rising expectations and the accompanying change in values.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will aid pupils in recalling values of rural and urban groups from Unit III. Pupils will recall values from Unit III.	Teacher creates own language activities, using the space below.

Step 2

Teacher will aid pupils in recalling reasons for moving to urban areas enumerated in Lesson 18, Steps 1 and 3.

Pupils will recall reasons for moving to urban areas.

Step 3

Teacher will ask pupils to enumerate what they think people may expect to gain by moving to urban areas.

Pupils will enumerate what they think people may gain by moving to urban areas.

Step 4

Teacher will ask if the items enumerated above reflect things which are rural or urban oriented values.

Pupils will infer if items enumerated above are consistent with urban or rural values.

LESSON 21-22 cont'd

Step 5

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will elicit reasons for inferences.	Teacher creates own language activities, using the space below.
Pupils will give reasons for inferences.	

Step 6

Teacher will aid pupils in summarizing that people moving to urban areas have high expectations of increased goods and services.	

Step 7

Teacher will help pupils recall the conflict situation(s) Juan faced in Lesson 19.	
Pupils will recall conflict situation(s) Juan faced in Lesson 19.	

Step 8

Teacher will elicit from pupils whether or not they think Juan may have been in the process of acquiring new values.	
Pupils will infer whether or not Juan was acquiring new values.	

Step 9

Teacher will elicit reasons for pupils inferences.	
Pupils will give reasons for their inferences.	

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 23 UPPER ELEMENTARY LEVEL

OBJECTIVE:

Pupils will identify prerequisite and requisite requirements necessary in the fulfillment of expectations.

Step 1

SOCIAL SCIENCE PROJECTIONS	LINGUISTIC PROJECTIONS
Teacher will aid pupils in recalling goods and services which urban residents may expect to gain. Pupils will recall goods and services urban residents expect to gain.	Teacher creates own language activities, using the space below.

Step 2

Teacher will ask what pupils think would have to happen before a person could acquire (a T.V. set, new car, job, place to live, etc.)

Pupils will identify conditions necessary in the fulfillment of wants.

Step 3

Teacher will ask pupils to support their predictions.

Pupils will support their predictions

Step 4

Teacher may repeat above sequence to get at different predictions and support of those predictions.

Step 5

SOCIAL SCIENCE PROJECTIONS

Teacher will elicit predictions about the consequences of previously made predictions: If, (as one you said) ____, what do you think would happen as a result of that?

Pupils will make new predictions based on the consequences of previously made predictions. (Would have to go back to school to learn new skills - couldn't get a job right away - wouldn't have needed money, would borrow money, etc.)

LINGUISTIC PROJECTIONS

Teacher creates own language activities, using the space below.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 24 UPPER ELEMENTARY LEVEL

OBJECTIVE:
Pupils will identify ways of reducing frustration as a result of unfulfilled expectations.

Step 1

SOCIAL SCIENCE PROJECTIONS

If pupils have not already done so, ask them if they think people may become frustrated/unhappy/bitter if their expectations go unfulfilled and why they think that may be so.

LINGUISTIC PROJECTIONS

Teacher creates own language activities, using the space below.

Step 2

Discuss with pupils what credit is. Explain that in cities, people can borrow money from other people who specialize in lending money. The borrower pays back the money over time. The lender makes money (a profit) by charging interest of the borrower. Ex., if Juan borrowed $50.00 from ABC Lender Co., he would pay back the $50.00 over time, plus an interest charge of perhaps $10.00 for use of the money. So that Juan borrowed $50.00, but had to pay back $60.00. Further explain that many lenders charge very high interest rates of borrowers such as Juan. Discuss with the pupils whether they think borrowing money at high interest rates is a good idea or not. Have pupils give reasons for ideas.

Step 3

Discuss with the children some alternatives to borrowing money. Make mention of living within available income, such as, shopping for best buys, putting off purchase of luxuries, comparative shopping. Elicit from pupils other ideas and how to accomplish them.

MICHIGAN MIGRANT PROGRAM	SAMPLE ORAL LANGUAGE LESSON 25 UPPER ELEMENTARY LEVEL

This lesson may be used to explore items of interest to the pupils. For example, pupils may be apprehensive about leaving friends, relatives, familiar surroundings if they should live in a city. Teacher may use an exploration of feelings strategy such as that used in Lesson 19 to discuss the topic. Some children may have had negative experiences in urban areas. Again, this could be an opportunity to see if those experiences are sufficient to form generalizations. As a summary to this unit, it would be advantageous from the child's point of view to remind him that in the urban environment, things are rapidly changing. Several examples of this should suffice to make the point. In such a changing environment, the child himself may very well expect to undergo changes. The point to be emphasized is that urban residents should and must decide for themselves the value of any given change as it affects his life-style.